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ABSTRACT

Like its English counterpart, this is a collection of over 100 games and activities whose intent is to increase oral proficiency without requiring reading skills. The collection grew out of the desire to provide remedies for specific linguistic weaknesses in Spanish as identified by the Language Assessment Scales. Because tongue twisters, riddles, rhymes, and childhood games play a large part in the acquisition of the first language, these are emphasized. The Language Arts Supplement (LAS-LAS) is a language enrichment experience in two dimensions. First, it is not meant to instruct, in the sense of being didactic; there are no word or sentence pattern drills, per se. Wherever possible, the learning is meant to take place within the context of games and whimsey. Second, because of the large number of activities which come from the folklore of each language, the LAS-LAS is a linguistic cultural exchange. The activities can be done with a minimum of teacher guidance; the native-speaking students themselves provide the language model for the second language learners. The activites can also serve a useful pre-reading function to complement any Spanish language arts program. For each game or activity, the objective, materials needed, and procedure are given. (Author/AMH)

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LAS® LANGUAGE ARTS SUPPLEMENT

Spanish

Revised Edition

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

Language, the system that combines sounds and words into meaningful units of communication, is common to all people, everywhere. Language is a tool — always a means and not always an end. Our ability to use it allows us to share our thoughts, to form a bond, with other people who know that language. Difficulty with or inability to use the tools of language, can cause misunderstanding and isolation. There is no way one can learn to speak all of the languages of the world. Yet the ability to speak more than one language should decrease the probability of isolation.

All normal children appear to acquire language skills at roughly the same rate. Most children grow up and, without undue effort, learn the language they hear spoken around them. As soon as the child puts words into sentences, and without special lessons from their parents in phonology, morphology or syntax, a simple grammar is present. The role of parent speech seems to be essentially directional; it provides the child with a basis for choice from among all the options offered by the multitude of possible language sounds and patterns. The child acquires language competence from the daily conversational interactions, from the bedtime stories and the multitude of children's games played with older siblings and peers and passed on from one generation to another . . . from *Hide and Go Seek* and *London Bridge*, from *Arroz con leche* and *San Serení* . . .

Given appropriate exposure to more than one language, a child will naturally become bilingual or even multilingual (as is the case with many Europeans). There seems to be steadily increasing evidence that children may learn a second language in the same way that they learn their first language—and that they pass through the same stages of acquisition, from single words, to 2- or 3-word sentence fragments, to regularized errors and finally to a close imitation of adult speech.

The games and activities of the LAS Language Arts Supplement (LAS-LAS) grew out of two ideas. First, there was the desire to provide remedies for specific linguistic weaknesses in English and Spanish as identified by the Language Assessment Scales (LAS). To this end the objectives of the LAS-LAS are classified according to the rationale of the Language Assessment Scales which is based on the accepted notion that language consists of four primary subsystems: the *phonemic* system (the basic "sounds" of the language); the *referential* system (the "words" of the language); the *syntactical* system (the rules for making meaningful sentences); and the *pragmatic* system (using language to reach specific goals).

Secondly, as we developed the LAS-LAS, keeping in mind how children seem to acquire their first language, we drew heavily on the culture-specific linguistic contributions of the tongue twisters, riddles and rhymes, and childhood games of both languages.

The LAS-LAS is a language enrichment experience in two dimensions. First, it is not meant to "instruct" in the sense of being didactic. There are no word or sentence pattern drills *per se*. Wherever possible, the learning is meant to take place with the context of games and whimsey. Secondly, because of the large number of activities which come from the folklore of each language, the LAS-LAS is a linguistic culture exchange, wherein the activities can be done with a minimum of teacher guidance as the native speaking students themselves provide the language model for the second language learners.

It should be noted that the intent of the LAS Language Arts Supplement is to increase oral proficiency without requiring reading skills. As such, these games and activities can serve a very useful pre-reading function which we hope will be a complement to any language arts program.

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"Una cabra"

OBJECTIVE: Practice /a/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following nonsense verse and have student(s) memorize it:

En el campo hay una cabra
ética,
perlética,
pelapelambrética,
pelúa,
pelapelambrúa.

Note: Special attention should be paid to elimination of schwa (uh) when /a/ is final in a word.

"Pescador"

OBJECTIVE: Practice /a/ sound.

MATERIALS: Small rod and line to serve as fishing pole with magnet on end of line; picture cards with paper clips on top; colored tokens or chips.

PROCEDURE: Have students take turns "fishing" for cards; if student can pronounce his/her catch, give him/her a token or chip; if not, player must wait for next turn. Player who collects most chips/tokens wins.

Suggested drawings/pictures:

águila	abeja	olla
rana	oreja	gato
gallina	rata	tacón
estrella	árbol	abrigo, etc.

"Tic-Tac-To"

OBJECTIVE: Practice /a/ sound.

MATERIALS: Large drawing of tic-tac-toe with pictures/drawings in all nine squares.

PROCEDURE: Divide into teams. First team to be able to pronounce (and get an "x") for any three words in a row wins. (When someone can't pronounce, go to next team.)

Suggested words for pictures/drawings:

pluma	árbol	sofá
lápiz	oreja	sapo
silla	oveja	rana
mesa	casa	taza
abeja	mano	elefante

"Paso grande"

OBJECTIVE: Practice /a/ sound.

MATERIALS: A set of pictures with /a/ sounds (abeja, agua, abrigo, casa, alas, uña, lancha, rata, árbol, etc.)

PROCEDURE: Line the students across the room and designate a finish line. Go down the line showing pictures. If the student correctly identifies the pictures, s/he can take a giant step (un paso grande). First to the finish wins.

"Cinco pollitos"

OBJECTIVE: Practice /a/ sound.

MATERIALS: None required.

PROCEDURE: Read following rima, have student(s) repeat it, then memorize it and challenge each other to recite it without mistakes:

Cinco pollitos
tiene mi tía
uno le salta
y otro le pía
y otro le canta
la sinfonía.

Note: Pay special attention to elimination of schwa (uh) when /a/ is final in a word.

"Carrera"

OBJECTIVE: Practice /a/ sound.

MATERIALS: Picture cards representing objects with /a/ sound (árbol, abeja, águila, abanico, carta, estrella, imán, uva, uña, faro, fresa, gato, regla, rana, rueda, etc.)

PROCEDURE: Have several pictures on the chalk ledge. Playing with two teams, one member of each team competes to win a point for his/her team. Say a sentence, leaving a word out (hum where the word should be). Students race up and grab the right picture, then the one who got there first must repeat the sentence, filling in the word represented by the picture. Go to a score of ten.

"Lo tengo"

OBJECTIVE: Practice /a/ and /e/ sounds, increase vocabulary.

MATERIALS: Cards divided into 15 squares, with the same drawings or pictures of the following /a/ and /e/ sound words on each card, but in different order: estrella, árbol, águila, abanico, casa, anillo, marimba, elefante, gata, paquete, taza, sapo, iglesia, espejo, tigre.
A lot of beans.

PROCEDURE: Give each student a card and 15 beans. A caller has cards with pictures and s/he calls out the words one at a time. As the words are called out players cover that square with a bean. The first player with 5 beans in a row wins, and calls "Lo tengo". Winner calls out items covered by the 5 beans and if correct s/he becomes next caller.

"San Serení"

OBJECTIVE: Practice /a/ and /i/ sounds, increase vocabulary and syntax production.

MATERIALS: None required.

PROCEDURE: Teach students to play this old circle game from Andalucía:

Players join hands and form a circle. As they circle, they chant the following verse:

--San Serení,
A la buena, buena vida,
Hacen así,
Así los zapateros
Así, así, así.

Players drop hands and imitate a shoemaker. Game continues, substituting panadero, costurera, escritor, etc.

"Capa parda"

OBJECTIVE: Practice /a/ and /o/ sounds.

MATERIALS: None required.

PROCEDURE: Have students memorize the following nonsense tongue twister:

Compre poco capa parda,
porque el que poco capa
parda compra
poco capa parda paga.

"Mi mamá"

OBJECTIVE: Practice /a/, /u/ sounds.

MATERIALS: None required.

PROCEDURE: Have students learn following trabalenguas:

Mi mamá me mima much.

"De tin marín"

OBJECTIVE: Practice /i/ sound.

MATERIALS: None required.

PROCEDURE: Read the following rhyme; have student(s) repeat it.

De tin marín, dedo pingüe,
cúcara, mácara, títere fue.
Yo no fui, fue te té.
Pégale, pégale, que ella fue.

"Tigres"

OBJECTIVE: Practice /i/ sound.

MATERIALS: None required.

PROCEDURE: Have student(s) repeat and memorize following:

Un tigre, dos tigres, tres tigres.
Un tigre, dos tigres, tres tigres.
Un tigre, dos tigres, tres tigres.

"Globos"

OBJECTIVE: Practice /i/ sound.

MATERIALS: 10 balloons with pictures or drawings attached. See list of suggestions below.

PROCEDURE: Students sit in a circle, 10 are holding balloons. One is chosen to sit in the center, where s/he studies the balloon pictures for a minute, then closes his/her eyes while one of the balloons is hidden. S/he tries to guess (remember) which one is missing. Bring back the balloon and choose another child, hide a different balloon.

imán	iglesia	marimba
anillo	nariz	limón
libro	calcetines	violín
		disco

"Rojo y Azul"

OBJECTIVE: To contrast the sound /i/ with the sound /e/ and to practice both.

MATERIALS: Two boxes, one labeled "i" with a picture of a magnet (imán), the other labeled "e" with a picture of a star (estrella). The first is full of red tokens, the second is full of blue.

PROCEDURE: Two teams. Teacher says a word. One player from each team runs to the boxes and takes a token from the box labeled with the sound in the word the teacher said. The first one there wins the point and gets the token. To find out who won, count the tokens each team has.

iglesia	escuela	limón
isla	escritorio	espejo, etc.
abrigo	techo	
sartén	nene	
letra	oreja	

"Simón dice"

OBJECTIVE: Practice /i/ sound.

MATERIALS: None required

PROCEDURE: Choose a student to be leader (or teacher may begin). The leader says: Simón dice manos en las orejas. The students must put their hands on their ears. The leader then gives another part of the body: Simón dice manos en la nariz. If the leader omits Simón dice, the students should not move. If a student moves, s/he is out of the game. If anyone points to the wrong part of the body s/he is also out.

"Paso grande"

OBJECTIVE: Practice /i/ sound.

MATERIALS: A set of pictures or drawings with /i/ sounds.

PROCEDURE: Line the students across the room and designate a finish line. Go down the line showing pictures. If the student correctly identifies the picture and can use it in a sentence, s/he can take a giant step (paso grande). First to the finish line wins.

Suggested drawings or pictures:

iglesia	violín	calcetines	micrófono
imán	disco	anillo	mariposa
marimba	nariz	libro	maíz

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"Lo tengo"

OBJECTIVE: Practice /i/ and /o/ sounds.

MATERIALS: Cards divided intc 15 squares, with the same drawings or pictures of /i/ and /o/ sound words on each card, but in different order. (See suggestions below.) A lot of beans.

PROCEDURE: Play as for "Lo tengo", p. 7.

Suggested pictures or drawings:

imán	oca	olla
escritorio	octavín	oreja
iglesia	ocho (8)	orangután
abrigo	ojo	mecedora
limón	olivo	isla

"Juego de tejo"

OBJECTIVE: Practice /i/ and /u/ sounds, increase vocabulary.

MATERIALS: Butcher paper; pictures of items with /i/ and /u/ sounds (pluma, tijeras, ladrillo, rueda, radio, uvas, marimba, anillo, etc.); bean bag.

PROCEDURE: Make a shuffle board of butcher paper and attach it to the floor. Mark off squares into which you can draw or paste pictures of above suggested items. Have a player toss a bean bag into a square. If s/he can pronounce the item in the square correctly, s/he can throw until s/he fails.

"Araña"

OBJECTIVE: Practice /ñ/ sound.

MATERIALS: None required.

PROCEDURE: Play like the number game "Buzz" but students should say "Araña" instead of "Buzz" when the number 7 or a number containing 7 is heard: 1, 2, 3, 4, 5, 6, ARANA, 8, 9, 10, 11, 12, 13, 14, 15, 16, ARANA, etc.

Game may also be played with 7 and multiples of 7; 5 and multiples of 5; 10 and multiples of 10, etc.

"Diez niñitos"

OBJECTIVE: Practice /ñ/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following song, sung to the tune of "Ten Little Indians."

Uno, dos, tres, niñitos,
cuatro, cinco, seis, niñitos,
Siete, ocho, nueve niñitos,
Diez niñitos aquí.

Diez, nueve, ocho niñitos,
Siete, seis, cinco niñitos,
Cuatro, tres, dos niñitos,
Un niñito solo.

"Caja de correo"

OBJECTIVE: Practice /ñ/ sound.

MATERIALS: Cardboard mailbox; cards with pictures or drawings of words containing "ñ" (muñeca, leña, piña, araña, niña, montaña, etc.).

PROCEDURE: Pass the picture cards out to the students and ask, ¿Qué tienes para el correo, (Marina)? S/he answers, "Tengo (un (a) muñeca). If s/he says it correctly s/he can mail it, otherwise s/he waits for another chance.

"A E I O U"

OBJECTIVE: Practice /rr/ sound.

MATERIALS: None required

PROCEDURE: Teach the following rhyme:

A E I O U
¿Sabe el burro más que tú?

"Erre con erre"

OBJECTIVE: Practice /rr/ sound.

MATERIALS: None required.

PROCEDURE: Teach and practice the following traditional trabalenguas:

Erre con erre cigarro,
erre con erre barril,
rapido corren los carros,
los carros del ferrocarril.

Note: Take special care to have the students roll the initial "r" the same as the "rr".

"Memoria"

OBJECTIVE: Practice /rr/ sound.

MATERIALS: A set of picture cards with drawings of items beginning with "r" (ratón, rueda, rosa, ropa, río, etc.).

PROCEDURE: Set the picture cards on the blackboard ledge. Ask a student to go and pick one, point to it and identify it. The second goes up, repeats the first and adds a second card of his/her choice. Each successive student identifies the cards before him/her in their proper order, and adds one to it. Continue until it becomes too confused, then begin again.

"La parra y la perra"

OBJECTIVE: Practice /rr/ sound.

MATERIALS: Picture cards of vine, dog, stick with large head (parra, perra, porra).

PROCEDURE: Review vocabulary parra, perra, porra, then have student memorize the following trabalenguas:

Guerra tenía una parra
y Parra tenía una perra,
y la perra de Parra
mordió la parra de Guerra,
y Guerra le pegó con la porra a la perra de Parra.
--Diga usted, señor Guerra:
¿por qué le ha pegado con la porra a la perra?
-Porque si la perra de Parra
no hubiera mordido la parra de Guerra,
Guerra no le habria pegado con la porra a la perra.

"Juego de erre"

OBJECTIVE: Practice /rr/ sound.

MATERIALS: Set of picture cards (or drawings) for sound /rr/ (see suggestions below).

PROCEDURE: Set picture cards on blackboard in view of class. Divide class in teams. Alternately call out a word for a member of each team. As the word is called, the player goes to the blackboard, picks up the card representing the word called and uses it in a sentence. If student can't do it, other team has a chance for the point.

Suggested pictures:

rosa	rama	perro
rueda	radio	cigarro
rana	torre	carro
ratón	burro	gorra
		serrucho, etc.

"Santa Rita"

OBJECTIVE: Practice /r/ and /rr/ sounds.

MATERIALS: None required.

PROCEDURE: Teach the following old refranes which Spanish children use when they exchange gifts.

--Santa Rita, Santa Rita,
lo que se da, no se quita.

--San Andrés, San Andrés,
lo que se da se devuelve otra vez.

"De una"

OBJECTIVE: Practice /d/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following rima:

De una de dola,
De tela canela,
Zumbaca tabaca,
De bire birón.

"Dos y dos"

OBJECTIVE: Practice /d/ sound.

MATERIALS: Blackboard, chalk.

PROCEDURE: Teach the following Latin American jingle: as each line is recited, put the numbers on the blackboard to make the meaning clear.

Dos y dos son cuatro,
cuatro y dos son seis;
seis y dos son ocho,
y ocho, dieciseis;
y ocho, veinticuatro;
y ocho, treinta y dos;
más diez que le sumo
son cuarenta y dos.

"Globos"

OBJECTIVE: Practice /d/ sound.

MATERIALS: 10 balloons with pictures or drawings attached. See suggested list below.

PROCEDURE: Students sit in a circle. 10 are holding balloons. One is chosen to sit in the center, where s/he studies the balloon pictures for a minute, then closes his/her eyes while one of the balloons is hidden. S/he tries to guess which one is missing. Bring back the balloon and choose another student, hide a different balloon.

Suggested drawings/pictures:

disco	durazno	delfín
dientes	dinero	daga
dedo	dos	dulces, etc.
diez		

"Simón dice"

OBJECTIVE: Practice /d/ sound.

MATERIALS: None required.

PROCEDURE: Play like "Simón says." Teacher or student may begin as leader. The leader names parts of the body or articles of clothing. If the leader says, "Simón dice los zapatos," the students should point to the article named. If the leader omits "Simón dice," they should do nothing. If someone points to the wrong article of clothing or the wrong part of the body or follows the instructions without the "Simón dice," s/he is "out."

"La dama duque"

OBJECTIVE: Practice /d/ and /ð/ sounds.

MATERIALS: None required.

PROCEDURE: Teach the following trabalenguas:

Dime, ¿ dónde? Dime,
dice la dama duque.
¿Dónde está el duque?
¿Y dónde está su barque?
Dirile, dama dulce,
donde está el duque.
El está, se dice,
donde está su barque.

"Rueda"

OBJECTIVE: Practice /ɾ/ sound.

MATERIALS: None required.

PROCEDURE: Play like the number game "Buzz", but students should say "RUEDA" instead of "Buzz" when the number 7 or a number containing 7 is heard: 1, 2, 3, 4, 5, 6, RUEDA, 8, 9, 10, 11, 12, 13, 14, 15, 16, RUEDA, etc.

Game may also be played with 7 and multiples of 7; 5 and multiples of 5; 10 and multiples of 10, etc.

"Juego de tejo"

OBJECTIVE: Practice /đ/ sound.

MATERIALS: Butcher paper, pictures of /đ/ sound words (dedal, radio, tenedor, periódico, rueda, venado, ladrillo, nudo, dedo, etc.).

PROCEDURE: Make a shuffle board of butcher paper and attach it to the floor. Mark off squares into which you draw or paste pictures of above /đ/ sound words. Have a player toss a bean bag into a square. If s/he can pronounce the item in the square correctly, s/he can throw again until s/he fails.

"¿Qué dijo?"

OBJECTIVE: To distinguish between /d/ and /ð/ sounds.

MATERIALS: Two play telephones and a room divider.

PROCEDURE: Three students can act in this telephone game with the teacher giving cues.

Cues: hambre, frío, sed, 9 años, calor, etc.

T (whispers to student$_1$): hambre
S_1 (quietly to student$_2$): Tengo hambre.
S_3 (on phone): ¿Qué dijo?
S_2 (on phone): Dijo que tenía hambre.

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"Concurso"

OBJECTIVE: To practice producing and distinguishing the /d/ and /ð/ sounds.

MATERIALS: List of /d/ and /ð/ minimal sound pairs (see suggestions below).

PROCEDURE: Have students repeat list of sound pairs for contrast, then have a "concurso" in which player is in game as long as s/he can correctly pronounce both items of the pair.
Suggested pairs:

disco	mi disco	un disco	mi disco
dinero	mi dinero	un director	mi director
dedo	mi dedo	un día	mi día
diente	mi diente	el director	la directora
un dólar	mi dólar	el ducho	la ducha
		el dorado	la dorada
		el divino	la divina, etc

"Lo tengo"

OBJECTIVE: Practice /ɸ/ and /r/ sounds, increase vocabulary.

MATERIALS: Cards divided into 15 squares, with same drawings or pictures of /ɸ/ and /r/ sound words on each card, but in different order. (See suggestions below.) A lot of beans.

PROCEDURE: Play as for "Lo tengo", p. 7.

Suggested drawings or pictures:

rueda	cara	marimba
ladrillo	pirata	libro
radio	oreja	escritorio
periódico	tigre	mariposa
nudo	nariz	araña

"Jirafa"

OBJECTIVE: Practice /x/ sound.

MATERIALS: None required.

PROCEDURE: Play like the number game "Buzz", but students should say "JIRAFA" instead of "Buzz" when the number 7 or a number containing 7 (or a multiple of 7) is heard: 1, 2, 3, 4, 5, 6, JIRAFA, 8, 9, 10, 11, 12, 13, 14, 15, 16, JIRAFA, etc.

Objective is to see who can count to the highest number without forgetting to say JIRAFA when appropriate.

"El jefe gitano"

OBJECTIVE: Practice j sound /x/.

MATERIALS: None required.

PROCEDURE: Read, have student(s) repeat, then memorize the following trabalenguas:

El jefe gitano
con su navaja
trajo su jaca
de Jerez.

Note: Students will tend to pronounce the /x/ sound (j or g before e and i) like the non-fricative English /h/.

"Basura"

OBJECTIVE: Practice j sound /x/.

MATERIALS: 4 boxes, two labeled "basura" and two with a "j", "g" picture (i.e., jirafa, gigante), a set of picture cards of words containing the /x/ sound: gigante, jirafa, jabón, jalea, jaula, jamón, joya, pájaro, plus non /x/ words.

PROCEDURE: Divide into two teams and give one set of boxes to each team. One student from each team separates cards (by pronouncing aloud) into words with /x/ sound into "jirafa" box--and those without that sound into the basura box. Both teams work at the same time limit (1 min. or less) and most stop when time is up. Team with most correctly identified pictures gets the point. Two more students then have a turn.

"Pescador"

OBJECTIVE: Practice j sound /x/.

MATERIALS: Small rod and line to serve as fishing pole with magnet on end of line; picture cards with paper clips on top; colored tokens or chips.

PROCEDURE: Have students take turns "fishing" for cards; if student can pronounce his/her catch, give him/her a token or chip; if not, player must wait for next turn. Player who collects most chips/tokens wins. Use pictures/drawings of words with /x/ sound and have student use his/her catch in a sentence.

Suggested drawings/pictures:

hojas	jinete	tijeras	jaula, etc.
pájaro	bruja	conejo	
reloj	jirafa	anteojos	

"Ene tene tú'

OBJECTIVE: Practice /e/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following trabalenguas:

Ene tene, tú
cape nane, nú
isafa, túmbala
para que salgas tú.

"Lunes, martes, miércoles"

OBJECTIVE: Practice /e/ sound.

MATERIALS: None required.

PROCEDURE: Teach the days of the week, then teach the following popular rima:

Lunes, martes y miércoles: tres
Giremos, cuidando de no dar traspiés.
Jueves, viernes y sábado: seis.
Volamos, arriba: ya no nos cogéis.

"Refranes"

OBJECTIVE: Practice /e/ and /i/ sounds; increase vocabulary and syntax production.

MATERIALS: None required.

PROCEDURE: Teach the following dichos:

a) El que no agarra consejo
no llega a viejo.

b) El que todo lo quiere
todo lo pierde.

c) Nunca digas: De esta agua no beberé.

"Concurso"

OBJECTIVE: Practice distinguishing /e/ and /o/ sounds.

MATERIALS: List of /e/ and /i/ minimal sound pairs (see examples below).

PROCEDURE: Have students repeat list of sound pairs for contrast, then have a "concurso" in which player is in game as long as s/he can correctly pronounce both items of the pair.

Suggested pairs:

come	como	dejo	dejo
hablo	hablo	mire	miro
vete	vete	sobro	sobre
beso	bozo	siete	siete, etc.
quiere	quiero		
pide	pide		

"Juego de tejo"

OBJECTIVE: Practice /e/ and u/ sounds, increase vocabulary.

MATERIALS: Butcher paper, pictures of items with /e/ and /u/ sounds. (See suggestions below.)

PROCEDURE: Play as for "Juego de tejo", p. 34.

Suggested pictures or drawings:

elefante	burro	jaula
uvas	reglas	grulla
teléfono	pluma	guante
tijeras	luna	fuente
uno (1)	nube	estribo

"Este tenía"

OBJECTIVE: Practice /e/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following finger rhyme (begin with little finger).

Este tenía un huevito;
éste lo cocinó,
éste le echó sal,
éste se lo llevó
y este pícaro, pícaro viejo
se lo comió.

"Estoy pensando en . . ."
(adivinanzas)

OBJECTIVE: Practice /e/ sound.

MATERIALS: None required.

PROCEDURE: Have the students think of riddles. Start by whispering suggestions in their ears. They tell the class about the thing in the riddle and the class tries to guess: "Estoy pensando en una parte del cuerpo,"or "Estoy pensando en algo azul." The student who guesses is the next riddle maker.

"Chévere"

OBJECTIVE: Practice /r/ sound.

MATERIALS: None required.

PROCEDURE: Play like the number game "Buzz" but students should say "Chévere" instead of "Buzz" when the number 7 or a number containing seven is heard: 1, 2, 3, 4, 5, 6, CHÉVERE, 8, 9, 10, 11, 12, 13, 14, 15, 16, CHÉVERE, etc.

Game may also be played with multiples of 7; 5 and multiples of 5, etc. Objective is to see who can count the highest without forgetting to say CHÉVERE in place of the appropriate number.

"Tres tristes tigres"

OBJECTIVE: Practice /r/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following trabalenguas. Students may compete with each other to say it correctly.

Tres tristes tigres
comieron trigo
en tres distintos platos de trigo.

"La silla grande"

OBJECTIVE: Practice /r/ sound.

MATERIALS: Set of pictures (or drawings) representing /r/ sound. (See suggestions below.) A big chair.

PROCEDURE: Students sit in a semi-circle, with the student at one end sitting in the big chair of the teacher. A student leader holds up a picture and says: "¿Qué es esto?" Starting with the student in the silla grande, each student in turn gets a chance to identify the picture. When a student misses, s/he goes to the end of the line and all others move up. The object is to reach the silla grande and stay in it.

Suggested drawings:

pájaro	sombrero	corbata	barco
caracol	tenedor	cabra	carta
libro	toro	cuchara	árbol

"Juego de frases"

OBJECTIVE: Practice /r/ sound.

MATERIALS: Two sets of picture cards for sound /r/ (see suggestions below).

PROCEDURE: Set word cards on blackboard in view of class. Divide class in teams. Alternately call out a word for a member of each team. As the word is called, the player goes to the blackboard, picks up the word and uses it in a sentence. If s/he can't do it, the other team has a chance for the point.

Suggested pictures:

tambor	pájaro	barco
lámpara	fresa	bruja, etc.
tigre	mariposa	
canguro	toro	

"Aplausos"

OBJECTIVE: Practice distinguishing /đ/ and /r/ sounds.

MATERIALS: List of /đ/ and /r/ minimal sound pairs. (See suggestions below.)

PROCEDURE: Have students repeat list of minimal sound pairs, then mix same and different pairs and ask students to say nothing if the pairs are the same, but to clap their hands if the pairs are different.

Suggested pairs:

mudo	moro	dudo	duro
cada	cara	hada	hada
todo	toro	loro	loro
seda	sera	pida	pida
codo	coro	oda	hora, etc.
mida	mira		

"Vicente Patente"

OBJECTIVE: Practice /b/ and /p/ sounds.

MATERIALS: None required.

PROCEDURE: Read the following rima, have student(s) repeat and memorize it:

Vicente patente
pasó por el puente
vendiendo patatas
Jesús qué baratas.

Note: Pay special attention to elimination of aspiration of both sounds.

"Vasco bizco"

OBJECTIVE: Practice /b/ and /s/ sounds.

MATERIALS: None required.

PROCEDURE: Teach the following popular trabalenguas:

Busca el bosque Francisco,
un vasco bizco muy brusco.
Y al verlo, le dijo un chusco:
¿busca el bosque, vasco bizco?

"Lo tengo"

OBJECTIVE: Practice /b/ sound.

MATERIALS: Cards divided into 25 squares, with the same drawings or pictures of the following /b/ words on each board, but in different order (burro, vaca, vaso, brazo, banana, barril, bruja, vela, violín, volcán, vaquero, venado, vestido, bandera, bicicleta, bota, bigote, botella, botón, barco, bolsa, boca, bota, ventana.) A lot of beans.

PROCEDURE: Give each student a card and 25 beans. A caller has cards with pictures and s/he calls out the words one at a time. As s/he calls the players cover that square with a bean. The first with 5 in a row wins, and calls"Lo tengo". Winner becomes the next caller.

"Adivinanzas"

OBJECTIVE: Practice /b/ and /t/ sounds.

MATERIALS: Small objects with /b/ sound (botella, botón, barco, burro, vaca, violín, vestido, vaso, etc.).

PROCEDURE: Put the objects in a box. A child closes his/her eyes or is blindfolded, chooses an items and guesses what it is. "Tengo un(a) . . ."

"Voy a hacer un viaje"

OBJECTIVE: Practice /b/ sound.

MATERIALS: None required.

PROCEDURE: Teacher says: Voy a hacer un viaje. Pongo me abrigo en mi maleta.

Student says: Voy a hacer un viaje.
Pongo me abrigo y (mis zapatos) en mi maleta.
Next student continues, repeating what has been said before and adds another item to take with him/her.
Game continues until someone can't remember all the items in order.

"Pedro Pablo Pérez"

OBJECTIVE: Practice /p/ sound.

MATERIALS: None required.

PROCEDURE: Have students repeat and memorize this old Spanish tongue twister:

Pedro Pablo Pérez,
Pobre pintor portugués,
Pinta paisajes por poca plata,
Para poder pasar por París.

"Chévere"

OBJECTIVE: Practice the /ɸ/ sound.

MATERIALS: None required.

PROCEDURE: Play like the number game "Buzz" but student should say "Chévere" instead of "Buzz" when the number 7 or a number containing seven is heard: 1, 2, 3, 4, 5, 6, CHÉVERE, 8, 9, 10, 11, 12, 13, 14, 15, 16, CHÉVERE, etc.

Game may also be played with multiples of 7; 5 and multiples of 5, etc. Objective is to see who can count the highest without forgetting to say CHÉVERE in place of the appropriate number.

"Clavito"

OBJECTIVE: Practice /ƀ/ sound.

MATERIALS: None required.

PROCEDURE: Have students memorize the following trabalenguas; then challenge each other to say it.

Pablito clavó un clavito
Un clavito clavó Pablito
Y Pablito clavó el clavito
En la cabeza de su abuelito.

"Lo Tengo"

OBJECTIVE: Practice /ɸ/ sound.

MATERIALS: Lots of beans. Cards divided into 25 squares, with the same drawings or pictures of /ɸ/ sound words on each board, but in different order.

PROCEDURE: Give each student a card and 25 beans. A caller has cards with pictures; s/he calls out the words one at a time. First player to get 5 beans in a row calls out "Lo tengo" and upon reading winning pictures, becomes next caller.

Suggested drawings:

revista	nube	oveja	escoba	cebra
abrigo	clavel	abeja	calabaza	centavo
libro	caballo	abanico	abanico	lobo
uvas	clavo	avión	globo	servilleta
nueve	llave	corbata	cubeta	televisor

"Sombreros"

OBJECTIVE: Practice /ɸ/ sound.

MATERIALS: 10 hats, made of construction paper and 10 pictures of objects with /ɸ/ sound. (See suggestions below.)

PROCEDURE: Students sit in a circle, 10 of them holding hats. One is chosen to close his/her eyes, or go out of the room while one of the hats is removed. The student comes back in or opens his eyes and tries to guess (remember) which is gone. "Quitaron el sombrero del (de la) _____."

Suggested pictures:

avión	nubes	cebra	caballo
calabaza	corbata	uvas	abanico, etc.

"Concurso"

OBJECTIVE: To produce and distinguish /b/ and /β/ sounds.

MATERIALS: List of /b/ and /β/ minimal sound pairs (see suggestions below).

PROCEDURE: Have students repeat list of sound pairs for contrast, then have a "concurso" in which player is in game as long as s/he can correctly pronounce both items of the pair.

Suggested pairs:

un baño	mi baño	banca	la banca
un balón	mi balón	barba	la barba
un banco	mi banco	blusa	la blusa
un burro	mi burro	boca	la boca
un bolsillo	mi bolsillo	bola	la bola, etc.

Palito Verde

OBJECTIVE: Practice /p/, /ɒ/, and /r/ sounds.

MATERIALS: Green branch or twig or other similar object.

PROCEDURE: Played like "Drop the Handerchief." Players form a circle while "it" goes around the outside, carrying the branch or twig. Students in the circle ask "¿Palito verde? (Green stock?). "It" replies: Romero (Rosemary), and continues in a circle. On the second round "it" chants "Está Allá," and drops the twig or branch behind someone who is not looking. This person grabs the object and chases "it" to the vacant place. If "it" is not caught, then other player is then "it".

"Paco Peco"

OBJECTIVE: Practice /p/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following trabalenguas:

Paco Peco, chico rico
insultaba como un loco
a su tío Federico,
y este dijo, - Poco a poco,
Paco Peco, poco rico.

"Memoria"

OBJECTIVE: Practice /p/ sound.

MATERIALS: Picture cards of items with /p/ sound (paraguas, pan, palacio, papa, peine, periódico, planta, etc.).

PROCEDURE: Set the picture cards on the blackboard ledge. Ask a student to go and pick one, point to it and identify it. The second goes up, repeats the first and adds a second card of his/her choice. Each successive student identifies the cards before him/her in their proper order, and adds one to it. Continue until it becomes too confused, then begin again.

"Caracol durmiente"

OBJECTIVE: Practice /k/ sound.

MATERIALS: None required.

PROCEDURE: Explain and have students learn the following dicho:

Al caracol que se duerme
Se lo lleva la corriente.

"Adivinen"

OBJECTIVE: Practice /p/ sound.

MATERIALS: None required.

PROCEDURE: Leader or teacher: Estoy pensando en una persona. Class or individuals then ask questions about "la persona." "¿Es grande? ¿Es una muchacha? ¿Tiene ojos verdes?" etc.

"Tito, tito"

OBJECTIVE: Practice /t/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following trabalenguas:

Tengo un gatito,
tito, tito,
con un rabito,
quito, quito,
para el nenito,
nito, nito,
que está solito,
lito, lito.

"Aserrín, Aserrán"

OBJECTIVE: Practice /t/ sound; increase vocabulary and syntax production.

MATERIALS: None required.

PROCEDURE: Teach the following popular rhyme:

Aserrín, Aserrán,
Los maderos de San Juan,
Piden queso,
Piden pan;
Los de Roque,
Alfandoque;
Los de Rique,
Alfeñique;
Los de Trique,
Triquitrán.
¡Triqui, Triqui, Triquitrán!
¡Triqui, Triqui, Triquitrán!

"¿Tienes un . . .?"

OBJECTIVE: Practice /t/ sound.

MATERIALS: Two play telephones, a set of picture cards.

PROCEDURE: Someone is chosen to play the operator and someone else to call up. The caller is given a picture of an animal or object and asks ¿Tienes un (gato)?

The operator answers: Sí, tengo un gato or
No, no tengo un gato.

The caller then becomes operator and another student becomes caller.

Suggested pictures:

perro	pájaro	pez
toro	elefante	camello, etc.

"Arbolito de pirú"

OBJECTIVE: Practice /t/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following Mexican counting rhyme.

A E I O U
Arbolito de pirú
Dime, ¿cuantos años tienes tú?

One student is "it." "It" closes his/her eyes and revolves with arm extended, reciting above rhyme. When "It" stops the child who is pointed to as tú is being said, must tell how old s/he is. Then the class chants the age out (uno, dos, tres, cuatro, etc.) till the proper age is reached while "It" again revolves with arm extended, chanting the rhyme. The one to whom "It" is pointing when the student's age is reached must then be "it."

"Corre la bola"

OBJECTIVE: Practice /t/ sound.

MATERIALS: Large ball (basketball, beachball).

PROCEDURE: Teacher begins the game by saying "¿Quién tiene mi tomate?" (or other word with /t/ sound) and throwing the ball to (Marina) who answers, "No tengo el tomate, pero (Luis) lo tiene" and she throws the ball to Luis who answers "No tengo el tomate pero Anita lo tiene," and throws the ball to Anita, etc. After 6 or 7 students have answered, change object (tubo, teléfono, toro, tambor, etc.).

"Ahorcado"

OBJECTIVE: Practice /t/ sound.

MATERIALS: None required.

PROCEDURE: Game is played like "Hangman." Teacher or leader draws a "hanging tree" and says s/he is thinking of a word that has a certain number of letters. Class or individual must try to guess what letters are contained in the word and ultimately guess what the word is. For every wrong guess the leader draws a part of a stick figure on the board. If all the letters are not guessed by the time the stick figure is complete, the class or individual is "hanged." The stick figure has ten parts: la cabeza, el cuerpo, los brazos, las manos, las piernas, y los pies. If a letter is used more than once in the word, it is filled in every place it appears when it is first named. Guesses may not be made at the whole

(cont)

/t/ sound (cont)

word until all but one space is filled. Dialog might be as follows, if the leader were thinking of the word elefante:

Leader: Estoy pensando en una palabra. Tiene ocho letras.
Student: ¿Tiene ese?
Leader: No, no tiene ese. (Draws a head.)
Another student: ¿Tiene e?
Leader: Sí, tiene e. (Puts in three 3's.)
Same student: Tiene i?
Leader: No, no tiene i. (Draws a body), etc.

"Uni, doli"

OBJECTIVE: Practice /t/ and /d/ sounds.

MATERIALS: None required.

PROCEDURE: Teach the following old Spanish counting rhyme:

Uni, doli, teli, candeli,
Quini, quineta;
Estaba la dama
En su gabineta.

Note: Rhyme may be changed to accompaniment of following game for several players: One of the players conceals a pebble in his/her closed hand, and the leader repeats the rhyme, assigning one word to each hand alternately; if the last word falls upon the hand concealing the stone, the player is free, and the rhyme is repeated until a player is caught.

"Golpe"

OBJECTIVE: Practice /g/ sound.

MATERIALS: None required.

PROCEDURE: Play like the number game "Buzz", but students should say "GOLPE" instead of "Buzz" when the number 7 or a number containing 7 (or a multiple of 7) is heard: 1, 2, 3, 4, 5, 6, GOLPE, 8, 9, 10, 11, 12, 13, 14, 15, 16, GOLPE, etc.

Objective is to see who can count to the highest number without forgetting to say GOLPE when appropriate.

"Tres tristes tigres"

OBJECTIVE: Practice /ɡ/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following trabalenguas. Students may compete with each other to say it correctly.

Tres tristes tigres
comieron trigo
en tres distintos platos de trigo.

Note: Student(s) will tend to pronounce /ɡ/ sound like the English /g/ which is a complete stop.

"Memoria"

OBJECTIVE: Practice /ɡ/ sound.

MATERIALS: Picture cards or drawings of items with /ɡ/ sounds.

PROCEDURE: Set the picture cards on the blackboard ledge. Ask a student to go and pick one, point to it and identify it. The second goes up, repeats the first and adds a second card of his/her choice. Each successive student identifies the cards before him/her in their proper order, and adds one to it. Continue until it becomes too confused, then begin again.

Suggested drawings:

abrigo	soga	daga	tigre
paraguas	aguja	juguete	lechuga, etc.
tortuga	cigüena		

"Sombreros"

OBJECTIVE: Practice /g/ sound.

MATERIALS: 10 hats, made of construction paper and 10 pictures of objects with /g/ sound.

PROCEDURE: Students sit in a circle, 10 of them holding hats. One is chosen to close his/her eyes, or go out of the room while one of the hats is removed. The student comes back in or opens his eyes and tries to guess (remember) which is gone: "Quitaron el sombrero del (de la) _____."

gato	gaucho	grillo
garaje	gallo	gusano
globo	ganso	guante, etc.

"Concurso"

OBJECTIVE: To distinguish /g/ and /ǵ/ sounds.

MATERIALS: List of /g/ and /ǵ/ minimal sound pairs (see suggestions below).

PROCEDURE: Have students repeat list of sound pairs for contrast, then have a "concurso" in which player is in game as long as s/he can correctly pronounce both items of the pair.

Suggested pairs:

ganso	mi ganso	gallina	la gallina
gato	mi gato	galleta	la galleta
gallo	mi gallo	guitarra	la guitarra
globo	mi globo	gata	la gata, etc.
grupo	mi grupo		
galón	mi galón		

"Chocolate"

OBJECTIVE: Practice /u/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following nursery rhyme:

Uno, dos, tres, cho-
Uno, dos, tres, co-
Uno, dos, tres, la-
Uno, dos, tres, te
Chocolate, chocolate,
Bate, bate el chocolate.

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"Vasco bizco"

OBJECTIVE: Practice /u/ sound.

MATERIALS: None required.

PROCEDURE: Have students memorize, then compete with each other to say the following trabalenguas without an error.

Busca el bosque Francisco,
un vasco bizco muy brusco.
Y al verlo, le dijo un chusco:
¿busca el bosque, vasco bizco?

"Un y Una"

OBJECTIVE: Practice /u/ sound.

MATERIALS: Set of pictures or drawings and matching set of objects.

PROCEDURE: Scatter the objects around the room while class is hiding eyes. Pass out the pictures. Call on students to show their pictures and point to the objects that match, saying: "Esto es un lapiz y eso es un lapiz."

Suggested pictures or drawings:

un gancho	una manzana
un libro	una botella
un abrigo	un zapato
un botón	un cartón
un borrador	un basketbol, etc.

"El juez"

OBJECTIVE: Practice /u/ sound.

MATERIALS: Black robe or gavel for judge, a briefcase for the attorney, set of picture cards.

PROCEDURE: Set up classroom like a court; judge in center, witness stand, both facing class. The "witness" (testigo) sits in a chair by judge (juez) and attorney (abogado) shows a picture card, asking "¿Qué es esto?"
The witness must answer correctly, --Es un(a) _____.
When s/he makes a mistake, the judge calls "otro testigo" and a new witness comes up. If the judge misses a mistake, both s/he and the attorney are replaced.

Suggested pictures:

silla	mesa	cuchara	árbol
teléfono	perro	gallina	tomate
toronja	piña	maíz	caballo
vaca	libro	hombre	mujer
		naranja	zapatos, etc.

"Mis zapatos"

OBJECTIVE: Practice /s/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following trabalenguas:

Puse mis zapatos
en el piso.
Mis zapatos
Mis zapatos
Mis zapatos zapatitos
Zapatito, zapatón.

"Vasco Bizco"

OBJECTIVE: Practice /s/ sound.

MATERIALS: None required.

PROCEDURE: Have students memorize, then compete with each other to say the following trabalenguas without an error.

Busca el bosque Francisco,
un vasco bizco muy brusco.
Y al verlo, le dijo un chusco:
¿busca el bosque, vasco bizco?

"Lo tengo"

OBJECTIVE: Practice /s/ sound.

MATERIALS: Cards divided into 25 squares, with the same drawings or pictures of the following /s/ words on each card, but in different order. A lot of beans. (mosca, mariposa, fósforo, manzana, disco, rosa, nariz, vaso, estrella, calcetín, payaso, fresa, gusano, policía, serrucho, bicicleta, sombrero, sofá, cinco, cepillo, sartén, cerdo, vestido, sopa, zorro.)

PROCEDURE: Give each student a card and 25 beans. A caller has cards with pictures; s/he calls out the words one at a time. First player to get 5 beans in a row calls out "Lo tengo" and upon reading winning pictures, becomes next caller.

"¿Hablan los _____?"

OBJECTIVE: Practice /s/ sound.

MATERIALS: A set of picture cards of animals and things (conejos, tigres, perros, hombres, camellos, peces, osos, serpientes, dedos, etc.) (Initial sound of word should be unvoiced.)

PROCEDURE: Two teams, each having a captain who has a set of pictures. One captain begins by asking a member of the other team,"¿Hablan los (perros)?" Players answer, "Sí, los (perros) hablan," or "No, los (perros) no hablan." If the other team answers, it becomes their turn, if not the captain can ask a member of his/her team. Two points for a currect answer. First team to get 20 wins.

"Diez niñitos"

OBJECTIVE: Practice /z/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following song, sung to the tune of "Ten Little Indians."

Uno, dos, tres, niñitos,
cuatro, cinco, seis, niñitos,
Siete, ocho, nueve niñitos,
Diez niñitos aquí.

Diez, nueve, ocho niñitos,
Siete, seis, cinco niñitos,
Cuatro, tres dos niñitos,
Un niñito solo.

"Siete es rey"

OBJECTIVE: Practice voiced s sound /z/.

MATERIALS: None required.

PROCEDURE: Play like the number game "Buzz" but students should say "Es Rey" instead of "Buzz" when the number 7 or a number containing seven is heard: 1, 2, 3, 4, 5, 6, Es Rey, 8, 9, 10, 11, 12, 13, 14, 15, 16, Es Rey, etc.

Game may also be played with multiples of 7; 5 and multiples of 5, etc. Objective is to see who can count the highest without forgetting to say Es Rey in place of the appropriate number.

"La silla grande"

OBJECTIVE: Practice /r/ sound.

MATERIALS: Set of pictures (or drawings) representing /r/ sound. (See suggestions below.) A big chair.

PROCEDURE: Students sit in a semi-circle, with the student at one end sitting in the big chair of the teacher. A student leader holds up a picture and says: "¿Qué es esto?" Starting with the student in the silla grande, each student in turn gets a chance to identify the picture. When a student misses, s/he goes to the end of the line and all others move up. The object is to reach the silla grande and stay in it.

Suggested drawings:

pájaro	sombrero	corbata	barco
caracol	tenedor	cabra	carta
libro	toro	cuchara	árbol

"Dichos"

OBJECTIVE: Practice /s/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following dichos, with particular emphasis on correct pronunciacion of the s:

a) Vale más tarde que nunca.

b) Vale más pájaro en mano que cien volando.

c) La rosa bella dura poco.

"Colorín, colorado"

OBJECTIVE: Practice /k/ sound.

MATERIALS: None required.

PROCEDURE: Teach pronunciation of the following rhyme and tell students it is commonly used to end Spanish stories. Have students memorize it.

Y colorín colorado,
Este cuento se ha acabado.

"Paco Peco"

OBJECTIVE: Practice /k/ sound.

MATERIALS: None required.

PROCEDURE: Read the following trabalenguas, then have student(s) repeat and memorize:

Paco peco, chico rico
insultaba como un loco
a su tío Federico,
y este dijo, - Poco a poco
Paco Peco, poco rico.

"Lo tengo"

OBJECTIVE: Practice /k/ sound.

MATERIALS: Cards divided into 25 squares, with the same drawings or pictures of /k/ words on each board, but in different order (calcetines, discos, coche, periódico, caracol, vaca, clavo, abanico, cabra, corbata, conejo, caballo, cucharita, cuchillo, camello, bicicleta, cinco, casa, queso, máscara, mosca, etc.). A lot of beans.

PROCEDURE: Give each student a card and 25 beans. A caller has cards with pictures and s/he calls out the words one at a time. As s/he calls the players cover that square with a bean. The first with 5 in a row wins, and calls "Lo tengo". Winner becomes the next caller.

"¿Qué tienes?"

OBJECTIVE: Practice /k/ sound.

MATERIALS: Small objects with a /k/ sound (cuchara, cucharita, corbata, caballo, cuchillo, canasta, conejo, camello, barco, bicicleta, etc.).

PROCEDURE: Put the objects in a box. Student closes his/her eyes or is blindfolded. Student #2 selects an item, hands it to student #1 and asks, "¿Qué tienes?" Student #1 guesses, "Tengo un(a) _____."

"¿Cuánto cuesta?"

OBJECTIVE: Practice /k/ sound.

MATERIALS: Apron (grocer, butcher, etc.); white shirt for doctor's uniform, a baker's hat, etc.; cash register, if possible; shopping bag for the shopper.

PROCEDURE: Dramatize following dialog varying items (jamón, pan, papas, leche, galletas, tortillas, jugo, etc.) and amount (kilo, litro, docena, etc.)

LINE 1 - 1st Student (butcher): Buenos días, Sr. Garcia. ¿Qué se le ofrece?
LINE 2 - 2nd Student (shopper): Necesito jamón.
LINE 3 - 1st student: ¿Cuánto necesita?
LINE 4 - 2nd student: Oh, como medio kilo. ¿Cuánto cuesta?
LINE 5 - 1st student: No mucho. Aquí lo tiene.

(Once learned, they can think of variations.)

"¡Agua, San Marcos!"

OBJECTIVE: Practice /k/ sound.

MATERIALS: Picture cards of wheat, barley, melon, watermelon, olives.

PROCEDURE: Review vocabulary for picture cards (trigo-triguito, cebada, melón, sandía, aceituna), then have students memorize the following popular rima:

¡Agua, San Marcos,
señor de los charcos!,
para mi triguito
que está muy bonito;
para mi cebada,
que está muy granada;
para mi melón
que ya tiene el botón;
para mi sandía,
que ya está florida;
para mi aceituna,
que ya tiene una.

"La monja"

OBJECTIVE: Practice /k/, /m/ sounds.

MATERIALS: None required.

PROCEDURE: Read the following rhyme, have student(s) repeat and memorize.

Aunque la monja
se vista de seda,
Monja se queda.

"Caracol"

OBJECTIVE: Practice /l/ sound.

MATERIALS: None required.

PROCEDURE: Read the following rima, then have student(s) repeat and memorize:

Caracol, col, col
Saca los cuernos al sol
Que tu padre, tu madre
También los sacó.

"A la pídola"

OBJECTIVE: Practice /l/ sound.

MATERIALS: None required.

PROCEDURE: Have students repeat after you and memorize the following rima:

A la una, anda la mula.
A las dos, tira la coz.
A las tres, tira otra vez.
A las cuatro, pega un salto.
A las cinco, pega un brinco.
A las seis, salta como veis.
A las siete, salta pronte y vete.
A las ocho, jerez y bizcocho.
A las nueve, nadie se mueve.
A las diez, salto otra vez.

"Pescador"

OBJECTIVE: Practice /l/ sound.

MATERIALS: Small rod and line to serve as fishing pole with magnet on end of line; picture cards with paper clips on top; colored tokens or chips.

PROCEDURE: Have students take turns "fishing" for cards; if student can pronounce his/her catch, give him/her a token or chip; if not, player must wait for next turn. Player who collects most chips/tokens wins.

Suggested drawings/pictures:

loro	limón	violín	caracol
lobo	libro	reloj	teléfono
lámpara	leche	árbol	elefante
luna	león	vela	miel
lápiz	lechuga	melón	sal, etc.

"Arroz con leche"

OBJECTIVE: Practice /l/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following traditional song:

Arroz con leche, se quiere casar
con una viudita de la capital;
que sepa coser, que sepa bordar,
que ponga la mesa en su buen lugar.

.....

Yo soy la viudita del Conde Laurel,
y quiero casarme, no encuentro con quién.
Pues, siendo tan bella, no hallaste con quién
elige a tu gusto, aquí tienes cien, etc.

"Paso grande"

OBJECTIVE: Practice /o/ sound.

MATERIALS: Set of pictures or drawings with /o/ sound.

PROCEDURE: Line the students across the room and designate a finish line. Go down the line showing pictures. If the student correctly identifies the picture and can use it in a sentence, s/he can take a giant step (paso grande). First to the finish line wins.

Suggested pictures:

dedo	durazno	toalla
serrucho	martillo	libro
disco	limón	periódico
melón	sopa	plato
mano	león	oso, etc.

"Poco Coco"

OBJECTIVE: Practice /o/ sound.

MATERIALS: None required.

PROCEDURE: Students practice the following trabalenguas:

Compadre, cómpreme un coco.
Compadre, coco no compro
Que el que poco coco come
poco coco compra -
Como yo como poco coco,
poco coco compro.

"Lo tengo"

OBJECTIVE: Practice /o/ sound.

MATERIALS: A lot of beans; cards divided into 25 squares, with the same drawings or pictures, but in different order, of the following /o/ words:

ojo	sombrero	radio	cuatro	epejo
oreja	perro	uno	león	árbol
limón	gato	dos	plato	jamón
libro	chocolate	ocho	anillo	teléfono
pelota	jabón	toalla	pato	pájaro.

PROCEDURE: Give each student a card and 25 beans. A caller has cards with drawings which s/he reads one at a time out loud. As s/he calls a word the players cover that square with a bean. The first with 5 in a row calls "Lo tengo" and becomes the caller upon reading his/her winning words.

"Paco Peco"

OBJECTIVE: Practice /o/ sound.

MATERIALS: None required.

PROCEDURE: Read the following trabalenguas, then have student(s) repeat and memorize:

Paco peco, chico rico
insultaba como un loco
a su tío Federico,
y este dijo, - Poco a poco
Paco Peco, poco rico.

"Refrán"

OBJECTIVE: Practice /o/ sound.

MATERIALS: None required.

PROCEDURE: Teach the following refrán and discuss its meaning:

De la mano a la boca se pierde la sopa.
(There's many a slip twixt the cup and the lip.)

"El otorrinolaringologo"

OBJECTIVE: Practice /o/ and /u/ sounds.

MATERIALS: None required.

PROCEDURE: Have student(s) repeat the following very twisted trabalenguas:

El otorrinolaringólogo de Parangaricutirimicuaro
se quiere
desotorrinolaringologoparangaricutirimicuarizar
porque si no se
desotorrinolaringologoparangaricutirimicuarizara
lo van a
desotorrinolaringologoparangaricutirimicuarizar.

"Dichos"

OBJECTIVE: Practice /o/, /u/ sounds, increase vocabulary and syntax production.

MATERIALS: None required.

PROCEDURE: Teach the following dichos:

a) Una golondrina no hace un verano.

b) Un mal con un bien se paga.

c) Una cosa es prometer, otra es cumplir.

"Gallo montero"

OBJECTIVE: Practice /y/ sound.

MATERIALS: None required.

PROCEDURE: Read the following rima, have student(s) repeat and memorize:

Gallo montero
gentil caballo
vestido de plumas
como un coracero.

123

"¡Ya!"

OBJECTIVE: To distinguish /y/ sound.

MATERIALS: None required.

PROCEDURE: Say to student or class: "I'm going to say several words. If you hear the "y" sound, say Ya!"

llave	pollo
lomo	tallo
llamo	lago
valle	callo, etc.

"Teléfono"

OBJECTIVE: Practice /y/ sound.

MATERIALS: Two play telephones, a set of cards with numbers on them.

PROCEDURE: Someone is chosen to play the operator and someone else to call up. The caller asks, "¿Cuándo te llamo?" Operator is given a card with a number and answers: "Llámame a las _____." The caller then becomes the operator and another student becomes caller.

Pescador

OBJECTIVE: Practice /y/ sound.

MATERIALS: Small rod and line to serve as "fishing pole" with magnet on end of line; picture cards with paper clips on top; colored tokens or chips.

PROCEDURE: Have students take turns "fishing" for cards; if student can pronounce his/her "catch," give him/her a token or chip; if not, player must wait for turn again. Player who collects most chips/tokens wins.

Suggested drawings/pictures:

llave	yate	gallo	camello, etc.
silla	ladrillo	martillo	
mantequilla	galleta	llama	

"Trabalenguas"

OBJECTIVE: Practice /y/ sound.

MATERIALS: None required.

PROCEDURE: Have students memorize the following trabalenguas; challenge each other to say it:

El cielo está enladrillado,
¿Quien lo desenladrillará?
El desenladrillador
que lo desenladrille
¡buen desenlabrillador será!

"Aplausos"

OBJECTIVE: Practice distinguishing /n/ and /ŋ/ sounds.

MATERIALS: List of /n/ and /ŋ/ minimal sound pairs (see suggestions below).

PROCEDURE: Have students repeat list of sound pairs, then mix same and different pairs and ask students to clap their hands if sounds are same and to shake their heads if they are different.

Suggested pairs:

cinto	cinco	un tubo	un tubo
tondo	tongo	un dato	un gato
manto	mango	un teso	un hueso, etc.
entero	engero		
un tio	un quío		

"Refran"

OBJECTIVE: Practice /m/ sound.

MATERIALS: None required.

PROCEDURE: Have students practice the following proverb individually and/or in chorus and discuss its meaning.

Más vale pájaro en mano que cien volando.
(A bird in hand is worth two in the bush.)

"Arroz con leche"

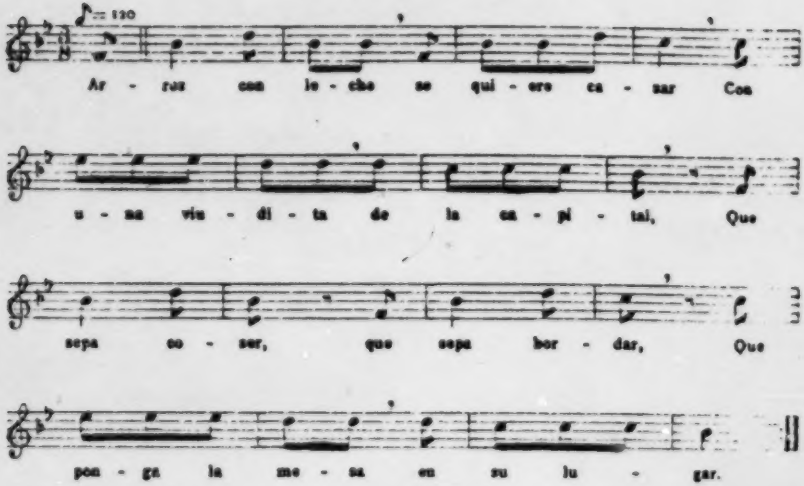
OBJECTIVE: Practice /a/ sound.

MATERIALS: None required.

PROCEDURE: Teach the students the following Latin America singing game. (It may be played as a circle game.) Individual verses (after chorus) may be sung by individuals or group.

Arroz con leche, se quiere casar
con una viudita de la capital;
que sepa coser, que sepa bordar,
que ponga la mesa en su buen lugar.

Yo soy la viudita del Conde Laurel,
y quiero casarme, no encuentro con quién.
Pues, siendo tan bella, no hallaste con quién
elige a tu gusto, aquí tienes cien, etc.

Arroz Con Leche

♩= 120
Ar - roz con le - che se qui - ere ca - sar Con
u - na viu - di - ta de la ca - pi - tal, Que
sepa co - ser, que sepa bor - dar, Que
pon - ga la me - sa en su lu - gar.

"Lo tengo"

OBJECTIVE: Practice /a/ sound.

MATERIALS: Lots of beans. Cards divided into 25 squares, with the same drawings (or pictures) of /a/ sound words on each board, but in different order.

PROCEDURE: Give each student a card and 25 beans. A caller has cards with pictures, s/he calls out the words one at a time. First player to get 5 beans in a row calls out "LO TENGO" and upon calling out his/her pictures, becomes next caller.

Suggested drawings:

taza	rosa	cometa	lámpara	mariposa
abeja	cesta	rana	silla	foca
manzana	llama	uva	bota	mosca
bicicleta	estrella	catorce	ardilla	sofa
plancha	camisa	jirafa	mesa	luna

"Lo tengo"

OBJECTIVE: Practice /rr/ sound.

MATERIALS: Cards divided into 25 squares, with the same drawings or pictures of the following /rr/ words on each board, but in different order (ropa, reloj, rana, rosa, rueda, guitarra, red, cigarro, gorrión, rey, radio, serrucho, torre, ratón, río, gorra, regla, perro, ruiseñor, burro, barril, carro, reina, raqueta, rábano, rata). A lot of beans.

PROCEDURE: Give each student a card and 25 beans. A caller has cards with pictures and s/he calls out the words one at a time. As s/he calls the players cover that square with a bean. The first with 5 in a row wins, and calls "Lo tengo". Winner becomes the next caller.

"Lo contrario"

OBJECTIVE: Practice paired words.

MATERIALS: None required.

PROCEDURE: Divide class or groups into two teams and call on each group alternately to give a word which means the opposite (lo contrario) of word teacher or leader gives. If a student cannot give a word then s/he is out of game and student on opposing team gets a chance.

día - noche	feliz - triste	gordo - flaco
poco - mucho	bonito - feo	temprano - tarde
calor - frío	alto - bajo	afuera - adentro
cerca - lejos	mala - buena	último - primero
fácil - difícil	joven - viejo	verdad - mentira,
sucio - limpio	siempre - nunca	etc.

"Cigüena"

OBJECTIVE: Practice /ñ/ and /a/ sounds.

MATERIALS: None required.

PROCEDURE: Read, then have student(s) repeat and memorize the following rima (equivalent of English "Ladybug, ladybug"):

Cigüena, cigüena,
tu casa se quema
tus hijos se van.
Mándale una carta
que volverán.

"Antonio, retonio"

OBJECTIVE: Practice /rr/ sound.

MATERIALS: None required.

PROCEDURE: Read, then have student(s) repeat and memorize following rima:

Antonio, retonio
repica el pandero
sube a la torre
y espanta a los perros.

"Fútbol"

OBJECTIVE: Practice /r/ sound.

MATERIALS: Set of cards with pictures or drawings of items containing /r/ sound. (Do not use words with initial "r" sound which would be pronounced /rr/.) These could include:

nariz	tenedor	sombrero	dinero
toro	dinero	lámpara	tigre, etc.
	vaquero	árbol	

PROCEDURE: Divide the class into teams and have them choose a captain. The captain of team #1 has a set of picture cards (items above). S/he calls the word or shows the card to a player of team #2. If that player can identify and pronounce the item, the ball is moved 10 yrds. toward the team's goal and they have another turn. They get 6 points for a goal, and one more

(cont)

turn for the extra point (making a 7 pt. touchdown). Ball is then returned to the center.

If a player makes a mistake, the other team has a chance at the same word and, if they can do it, they get possession of the ball. Play a certain length of time.

GLOSSARY

decode The psychological process by which a hearer derives meaning from a verbal message.

encode The psychological process by which a speaker converts meaning into a spoken utterance.

grammar A system of rules by which sounds and words are combined into meaningful units of communication.

morpheme The smallest unit of meaning of a language. A morpheme may be a complete word as in *house*, or it may be a unit of speech which has no meaning by itself but contributes to the meaning of a word, i.e., the sound added to *house* to produce the plural form *houses*.

phoneme The basic sound units by which morphemes, words and sounds are represented.

psycholinguistics The study of the interrelationship of psychological and linguistic behavior.

syntax The rules for arranging words to make meaningful phrases and sentences.